## Grades 4-6: Instructional Focus Groups Descriptions

### Instructional Focus 1
Students who are classified as Benchmark on the Reading-CBM Screening Measure¹, and who pass all skill areas on the grade-level end-of-unit test.

Provide **weekly** opportunities for students to work on:
- Challenge, Inquiry, and Investigation Activities
- Advanced Language Arts & Writing
- Additional theme connections, deeper word knowledge, etc.

Tier I (Workshop/UA) - Extend current learning by providing theme/unit related opportunities to do self-selected independent work that promotes the application of higher level thinking skills.

### Instructional Focus 2
Students who are classified Benchmark on the Reading-CBM Screening Measure, but who fail one or more skill areas on the grade-level end-of-unit test (which are not related to fluency). Further group students according to areas of need in grade-level skill work.

Reteach areas of need (failed Unit skills) on a **weekly or twice weekly** basis using more explicit routines and materials that are at grade-level.

Tier I (Workshop/UA) – Support and scaffold the current curriculum by preteaching and reteaching grade-level reading and language arts skills as necessary. Based on both formal and informal data, provide the support necessary to enable students to perform well on grade-level assessments for reading and language arts.

### Instructional Focus 3
Students who are **NOT** Benchmark on the Reading-CBM Screening Measure, **but** who pass all sections (5A-5G) of CORE Phonics Survey.

Tier I (Workshop/UA) - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding and fluency).

Tier II (Intervention) - On a **daily basis**, provide an Intervention focused primarily on building reading fluency at an instructional level and moving toward grade-level. Provide explicit instruction and practice in fluency.

**Note:**
- Refer to the fluency recommendations in *Put Reading First*² document.
- For additional fluency practice, identify passages students can read with 95-100% accuracy (Instructional Level).
- If appropriate, use a supplemental, research-based fluency program during Intervention.

### Instructional Focus 4
Students who are **NOT** Benchmark on the Reading-CBM Screening Measure, **and** who pass sections 5A-5F of CORE Phonics survey, **but** who fail section 5G (multisyllabic words).

Tier I (Workshop/UA) - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding and fluency).

Tier II (Intervention) - On a **daily basis**, provide an Intervention with explicit, systematic instruction in which students focus on mastering word structure, multisyllabic word-reading skills, and reading fluency at an instructional level. Provide explicit instruction and practice.

**Note:**
- Use explicit blending techniques to teach decoding
- Use explicit dictation techniques that focus on multisyllabic words and patterns.
- Use instructional level reading materials
- Use *CORE Sourcebook* page 3.21 as a reference for syllable types and syllabication patterns.
- If appropriate, use a supplemental, research-based fluency and decoding program during Intervention that addresses multisyllabic word reading (use in-program placement tests for more guidance).

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¹Screening Measure = AIMSweb, DIBELS, or similar benchmark of basic reading
²*Put Reading First* (2001) by the “Center for Improvement of Early Reading Achievement” and the “National Institute for Literacy” (p.21-32).

Based on the work of Jennifer Ashlock (WRRFTAC) and Carrie Cole

Revised by S. Underwood (BSU – CSI/PS)

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**Instructional Focus 5:** Students who are **NOT** Benchmark on the Reading-CBM Screening Measure, **and** who fail one or more of sections 5A-5F of the CORE Phonics Survey (beginning with Short Vowels in CVC words and ending with variant vowels), **but** who have passed CORE sections 1-4.

Tier I (Workshop/UA) - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding).

Tier II (Intervention) - On a **daily basis**, provide an Intervention with explicit, systematic instruction in which students focus on mastering phonic patterns and reading them in connected, decodable text. Provide explicit instruction and practice. Consider using a supplemental program that is designed for this purpose that includes lessons in the phonic patterns and instructional level decodable text reading practice (use placement tests that accompany the supplemental program for more guidance).

<table>
<thead>
<tr>
<th>5A. Short Vowels in CVC Words</th>
<th>5B. Short Vowels, Digraphs, and –tch</th>
<th>5C. Con’s Blends w/ Short Vowels</th>
<th>5D. Long Vowels</th>
<th>5E. R and L Controlled Vowels</th>
<th>5F. Variant Vowels and diphthongs</th>
</tr>
</thead>
</table>

**Instructional Focus 6:** Students who are **NOT** Benchmark on the Reading-CBM Screening Measure, **and** who fail one or more of Tasks 1-4 on the CORE Phonics Survey.

Tier I (Workshop/UA) - On a **daily basis**, preteach and reteach areas of need at grade-level using explicit instruction (especially those areas related to decoding and phonemic awareness).

Tier II (Intervention) - On a **daily basis**, provide an Intervention with explicit, systematic instruction in which students focus on mastering basic alphabetic principal patterns, letter-sound correspondences, and reading decodable text. Provide explicit instruction and practice. Consider using a supplemental program that is designed for this purpose that includes lessons in the phonic patterns and instructional level decodable text reading practice (use placement tests that accompany the supplemental program for more guidance).

*If students perform extremely poorly on the CORE Phonics 1-4, then administer the CORE or TPRI Phonemic Awareness Tests (from the most difficult skill, segmentation, to most basic, awareness) and provide instruction in phonemic awareness.*

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**Language Development Focus:** Students who lack the skills to proficiently interact with language that is either oral or written. This group is especially for, but not limited to, ELL students. English speaking students with low language ability may also need this type of assistance. These students should also be placed in one of the 6 groups above.

On a **daily basis**, provide regular opportunity for the development of Linguistic Knowledge, Background Knowledge, and Thinking & Reasoning Skills. Consider ways in which to develop the language proficiencies of these students in a holistic fashion throughout all portions of the day (SIOP strategies, robust teacher language, multiple opportunities to respond, read-alouds, etc.) rather than just a boost during Intervention.

If appropriate, choose supplemental programs that directly support the type of language deficit the students are experiencing and which most closely connects to what type of learning is occurring throughout the rest of the day.
<table>
<thead>
<tr>
<th>Focus 1 - Weekly on-level and challenge work. <strong>Maintain</strong> fluency.</th>
<th>Focus 2 - Reteach areas of Unit Test needs 1-2 times/week. <strong>Maintain</strong> fluency.</th>
<th>Focus 3 - Daily preteach/reteach fluency boards. <strong>Focus = increase</strong> fluency.</th>
<th>Focus 4 - Daily pre/reteach need. <strong>Focus = build</strong> multisyllabic fluency.</th>
<th>Language Focus - Daily language development. <strong>Build</strong> oral and vocab.</th>
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<tbody>
<tr>
<td><strong>Focus 5 - Daily systematic/explicit phonics (CORE 5A-5F). <strong>Build</strong> all fluency.</strong></td>
<td><strong>Check if mastered</strong></td>
<td><strong>Focus 6 - Daily systematic/explicit phonics (CORE 1-4). <strong>Build</strong> all fluency from most basic skills.</strong></td>
<td><strong>Check if mastered</strong></td>
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(Students in this group should also be placed in one of groups 1 - 6.)